



Comprehensive Curriculum

Revised 2008

Kindergarten Science



Louisiana Department of
EDUCATION

Paul G. Pastorek, State Superintendent of Education

Parental Response for Student Participation

Throughout the year, your child will participate in hands-on laboratory activities exploring science concepts. We will be exploring items using the five senses by seeing, touching, tasting, hearing, and smelling. Please fill in the checklist below so I can plan accordingly.

Does your child have food allergies?

____ Yes ____ No

If so, list specific foods and explain _____

Is your child sensitive to scents?

____ Yes ____ No

If so, list which scents and explain _____

Is your child sensitive to sounds? ____ Yes ____ No

If so, which sounds _____

Please return this page to school as soon as possible.

Child's Name _____

Parent/Guardian Signature _____

Date _____

S o f t e s t									L o u d e s t
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Mystery Canisters							
A	B	C	D	E	F	G	H

Mystery Canisters

1

2

3

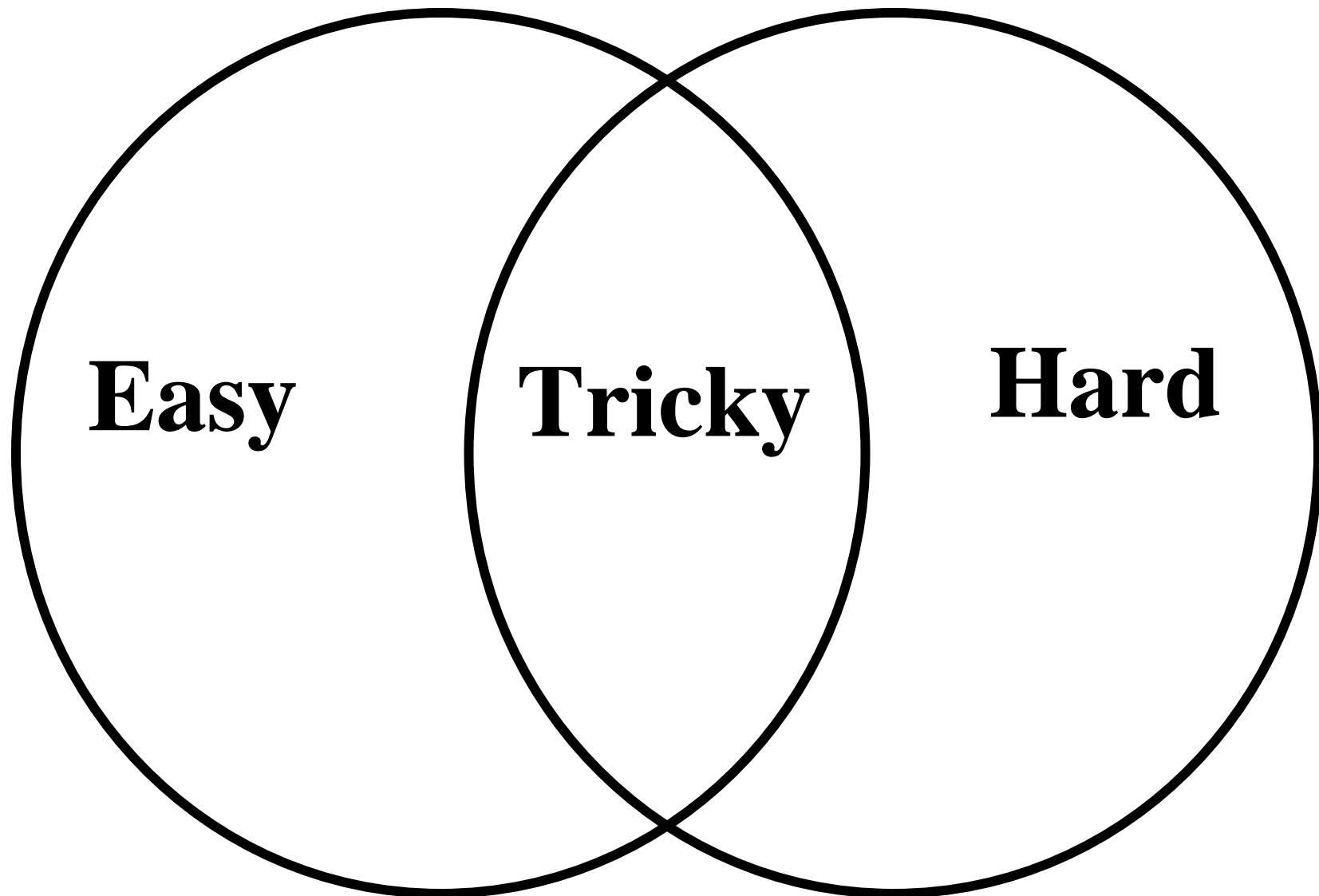
4

5

6

7

8



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Alike

Different

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Unit 1, Activity 7, Taste Word Grid

Foods	Salty	Sweet	Bitter	Sour

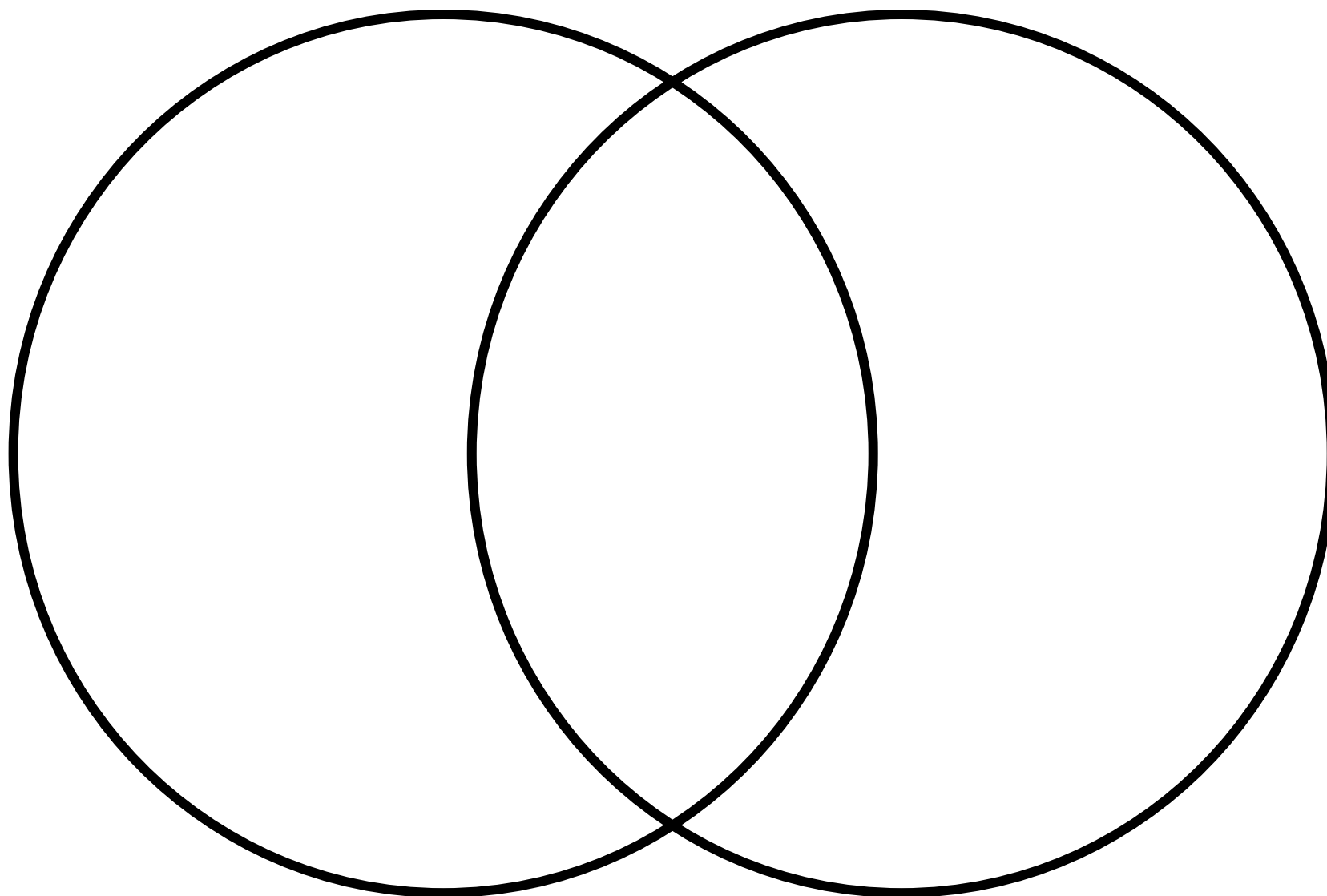
Unit 2, Activity 1, Student Recording Mat

Sorting Rubric

Name _____

Date _____

Category	3	2	1
Understands how to sort	Is above average in this area	Is average in this area	Needs work in this area
Can sort objects independently	Is above average in this area	Is average in this area	Needs work in this area
Can tell how objects are sorted	Is above average in this area	Is average in this area	Needs work in this area



Name _____

Patterns Found:

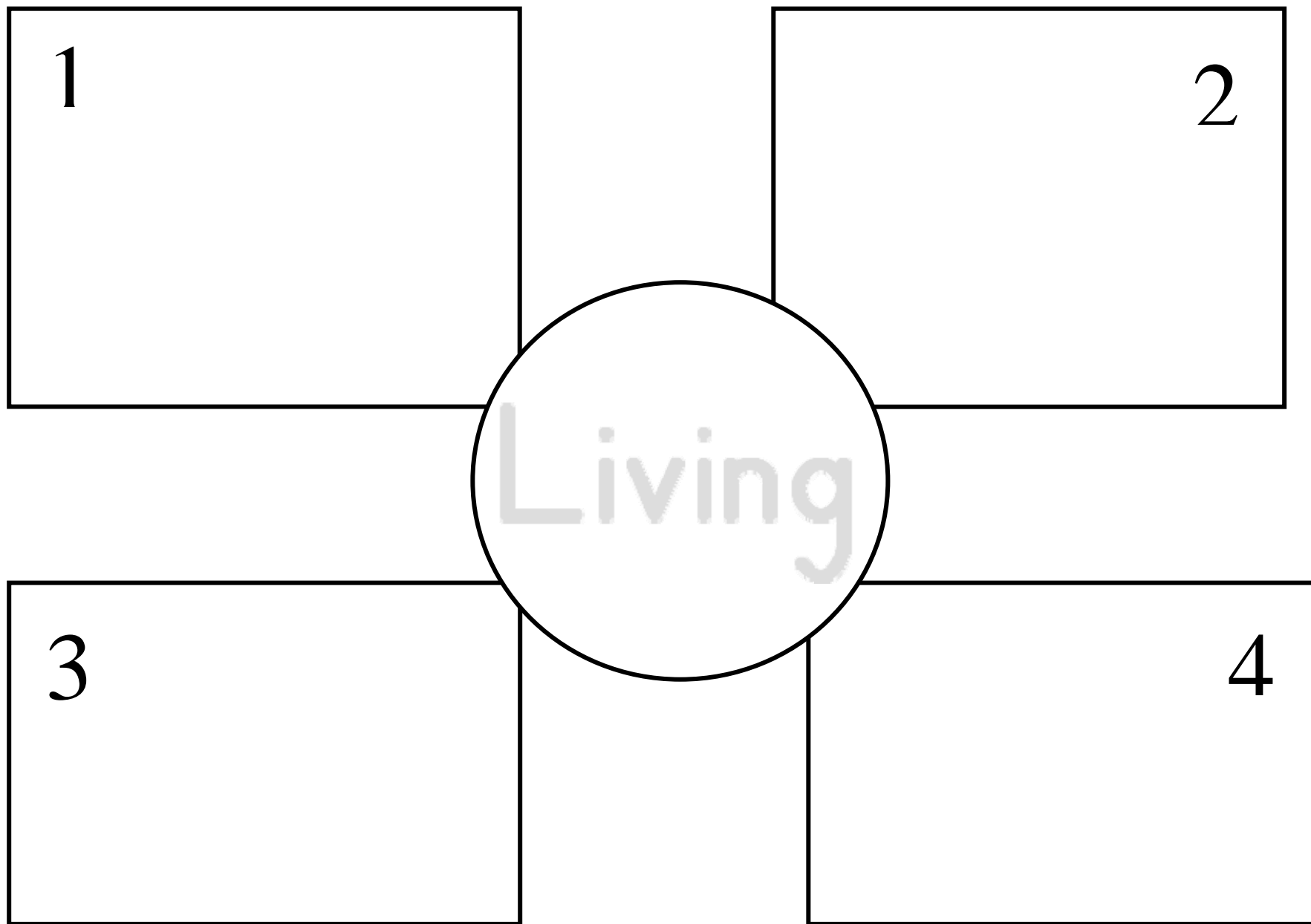
1.

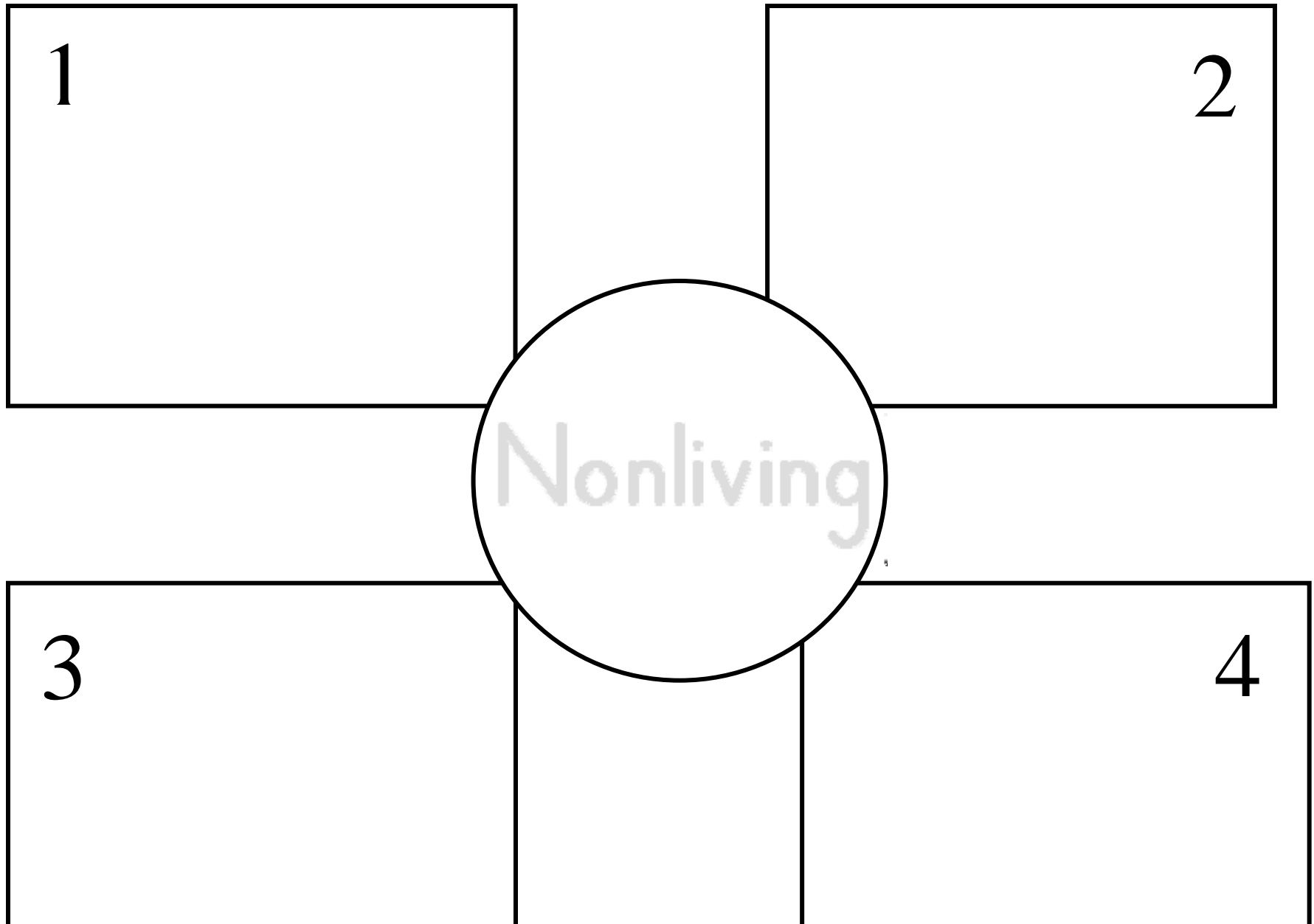
2.

3.

4.

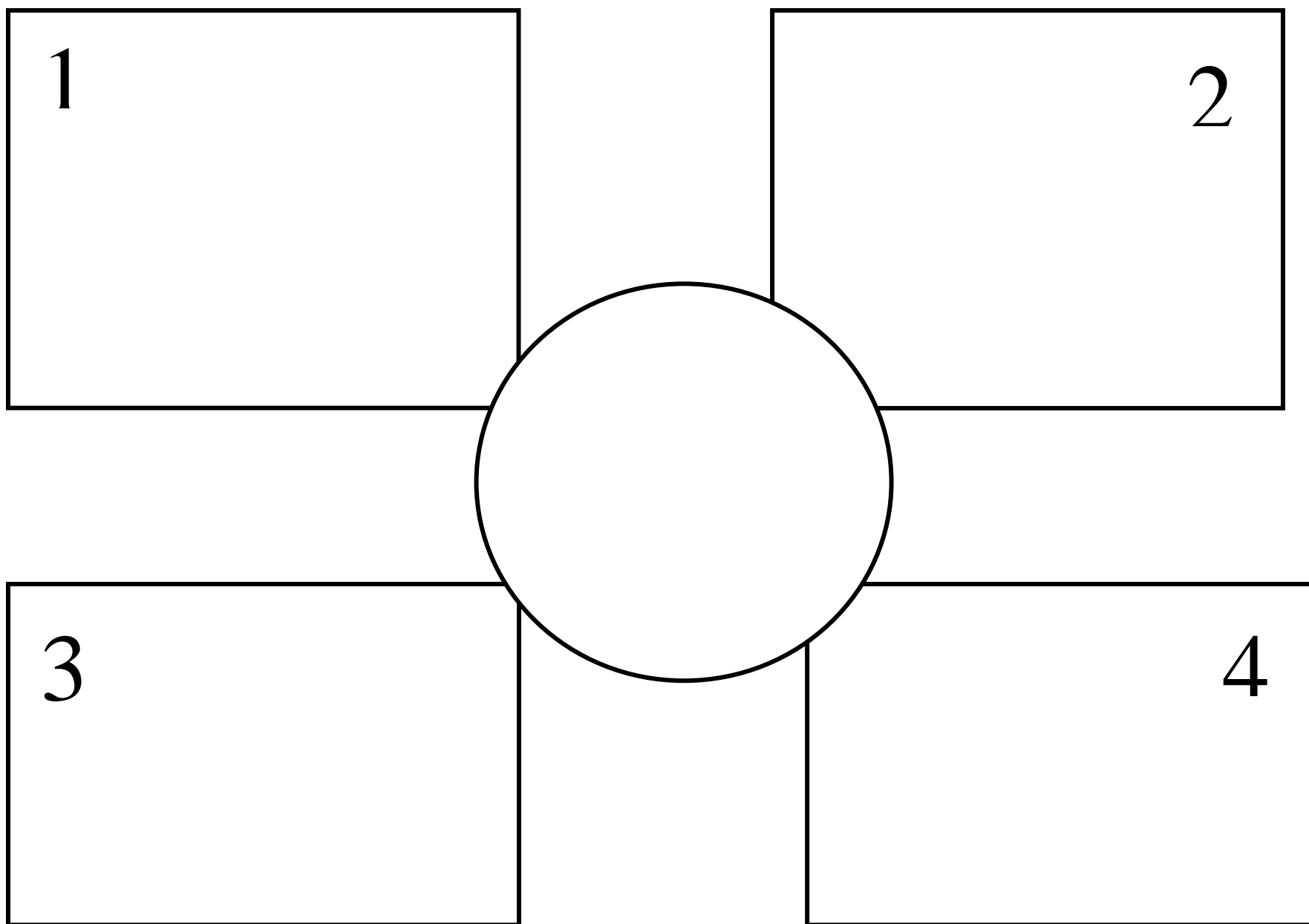
Living	Nonliving





Unit 3, Activity 2, Category Graph

Unit 3, Activity 2, Blank Vocabulary Card



Name _____

Plant Development Rubric

0	1	2	3	Follows simple direction for planting.
0	1	2	3	Understands and uses basic terms and vocabulary of <i>seed, soil, water, plant</i> and <i>grow</i> .
0	1	2	3	Documents the growth process using learning log entries.
0	1	2	3	Accurately illustrates plant development through learning log entries.
0	1	2	3	Identifies the main things needed for plant development. (sun, light, water, soil)
0	1	2	3	Uses a ruler to measure accurately.
0	1	2	3	Transfers information of plant growth using the bar graph.
0	1	2	3	Understands and uses basic vocabulary when describing plant growth to include taller, shorter, smaller and larger.
0	1	2	3	Reasonably predicts weight.
0	1	2	3	Expresses the proper sequence of plant development orally or through illustrations.

Comments:

Plant Growth Graph

Start Here

Every time the plant
grows 1 inch, record
plant growth.

Plant Growth Graph

Start Here

Every time the plant
grows 1 inch, record
plant growth.

Plant Growth Graph

Start Here

Every time the plant grows 2 inches, as marked by the ties on the dowel, color a square to record plant growth.

Plant Growth Graph

Start Here

Every time the plant grows 2 inches, as marked by the ties on the dowel, color a square to record plant growth.

Unit 3, Activity 6, Growing Pictures



Unit 3, Activity 6, Growing Pictures



Baby

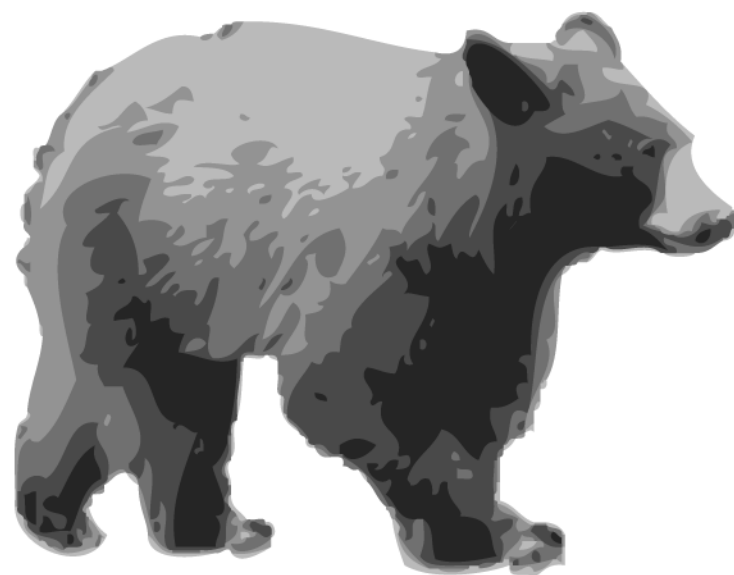
Toddler

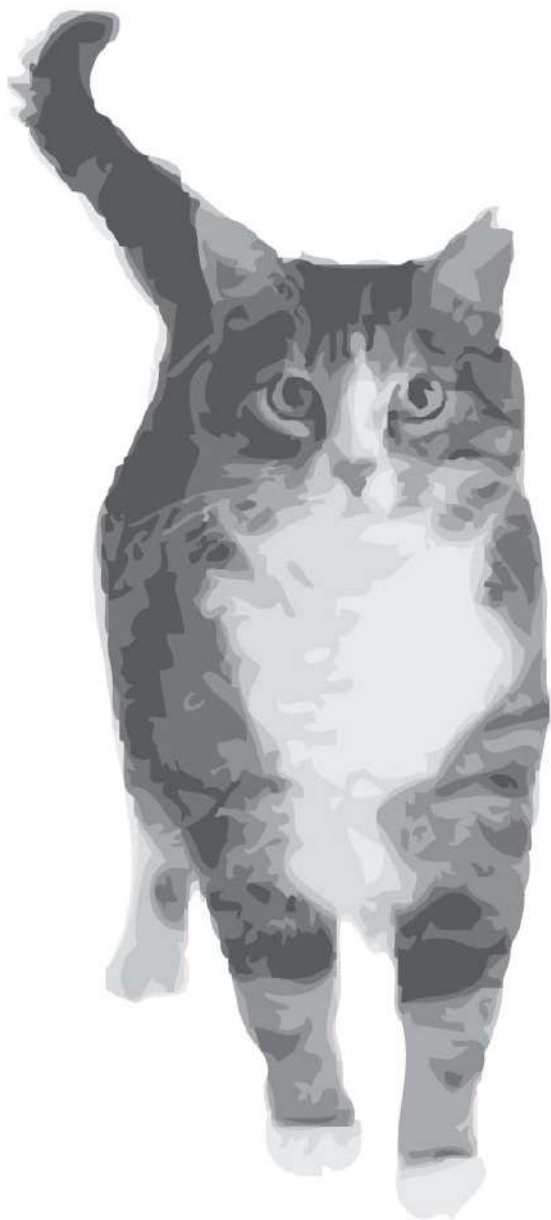
3 Year Old

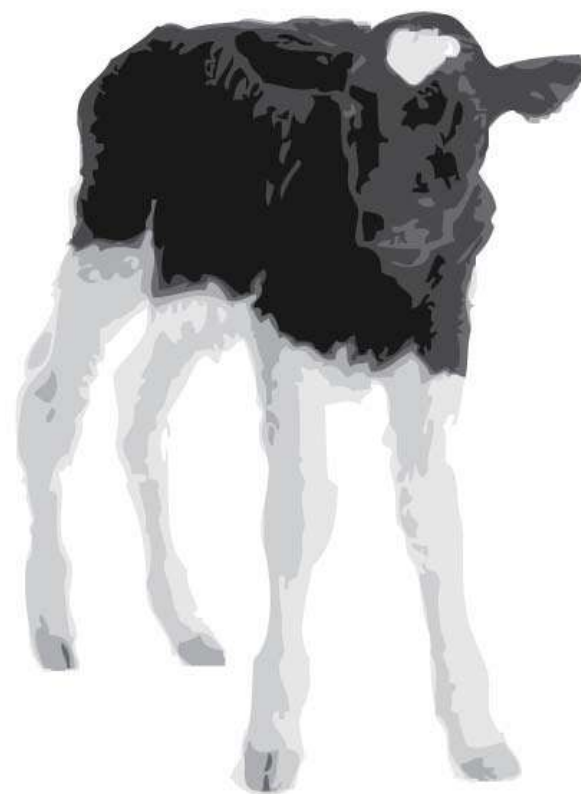
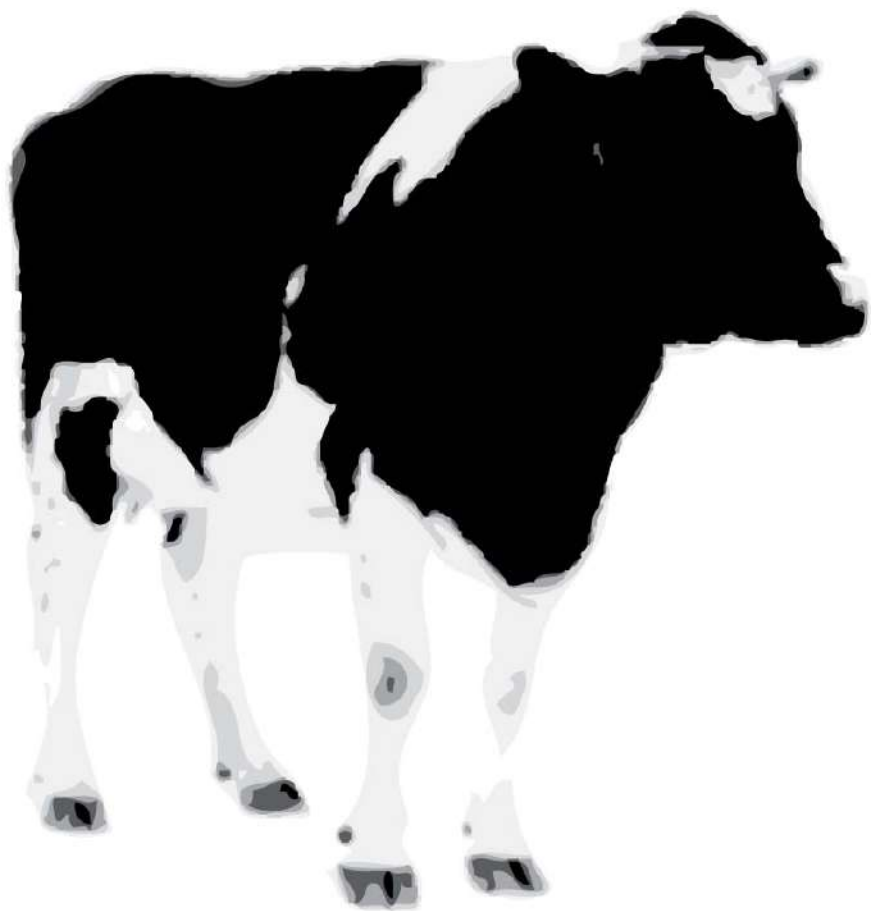
5 Year Old

Kindergartners

Grown-Ups

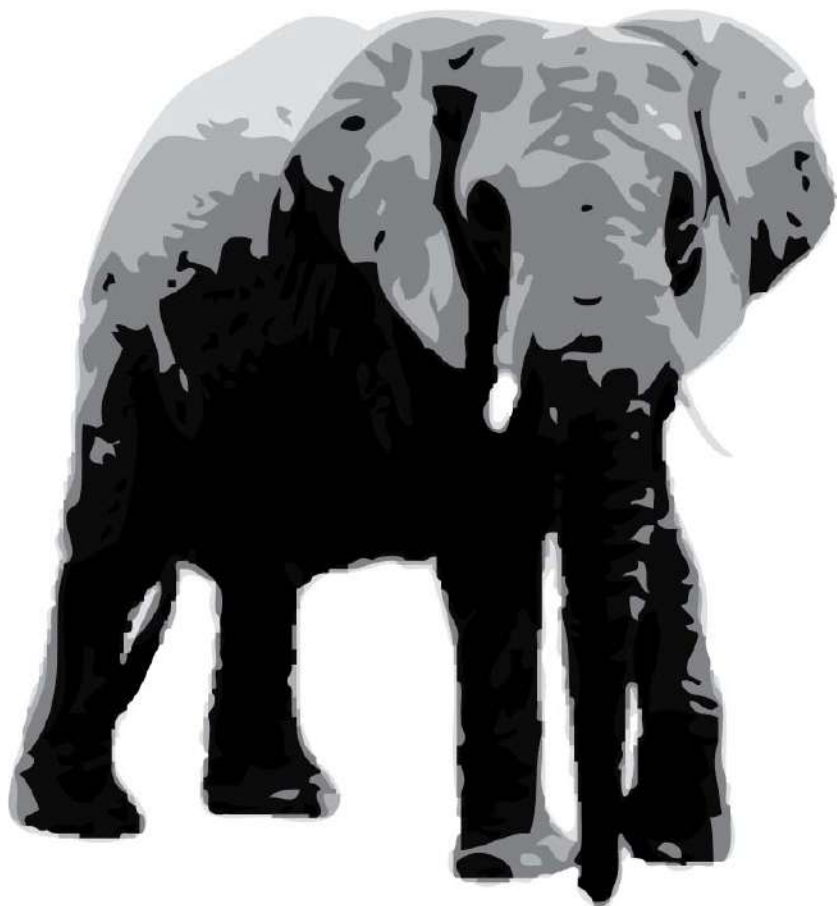




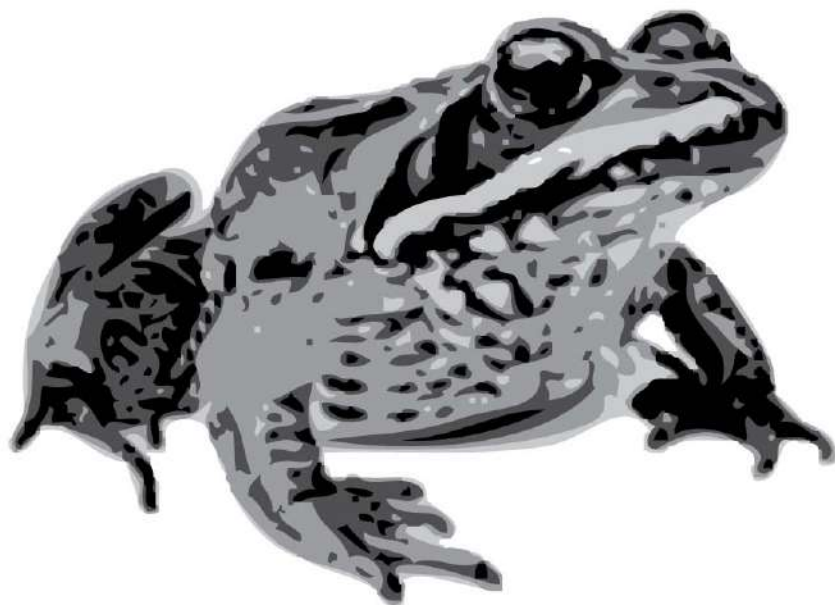




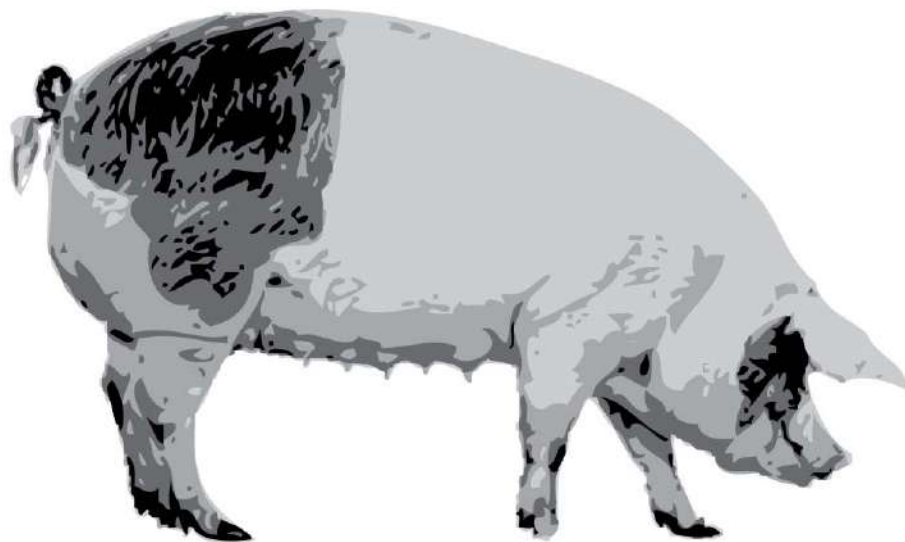














Unit 5, Activity 1, KWL Chart

K	W	L

1.

2.

Fruits

3.

4.

Unit 5, Activity 1, Vegetables Vocabulary Card

1.

2.

Vegetables

3.

4.

1.

2.

Grains

3.

4.

1.

2.

Meat
and
Beans

3.

4.

1.

2.

3.

4.

Milk

1.

2.

Oils

3.

4.

The diagram consists of a central circle with the word "Exercise" written inside it. Four rectangular boxes are arranged around the circle, each connected to it by a line. The boxes are numbered 1, 2, 3, and 4, starting from the top left and moving clockwise. Each box is intended for a student to write a definition for a vocabulary word.

1.

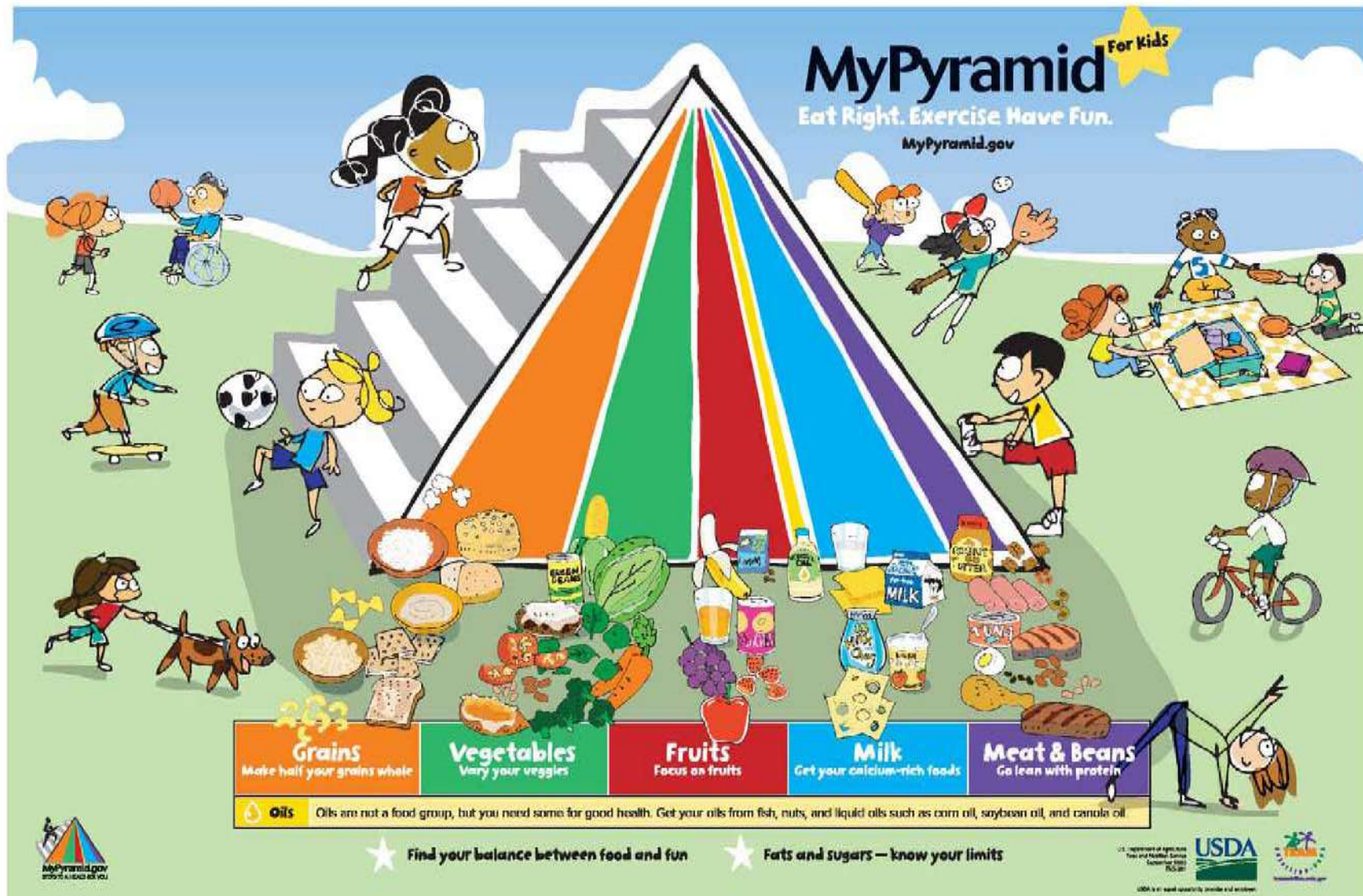
2.

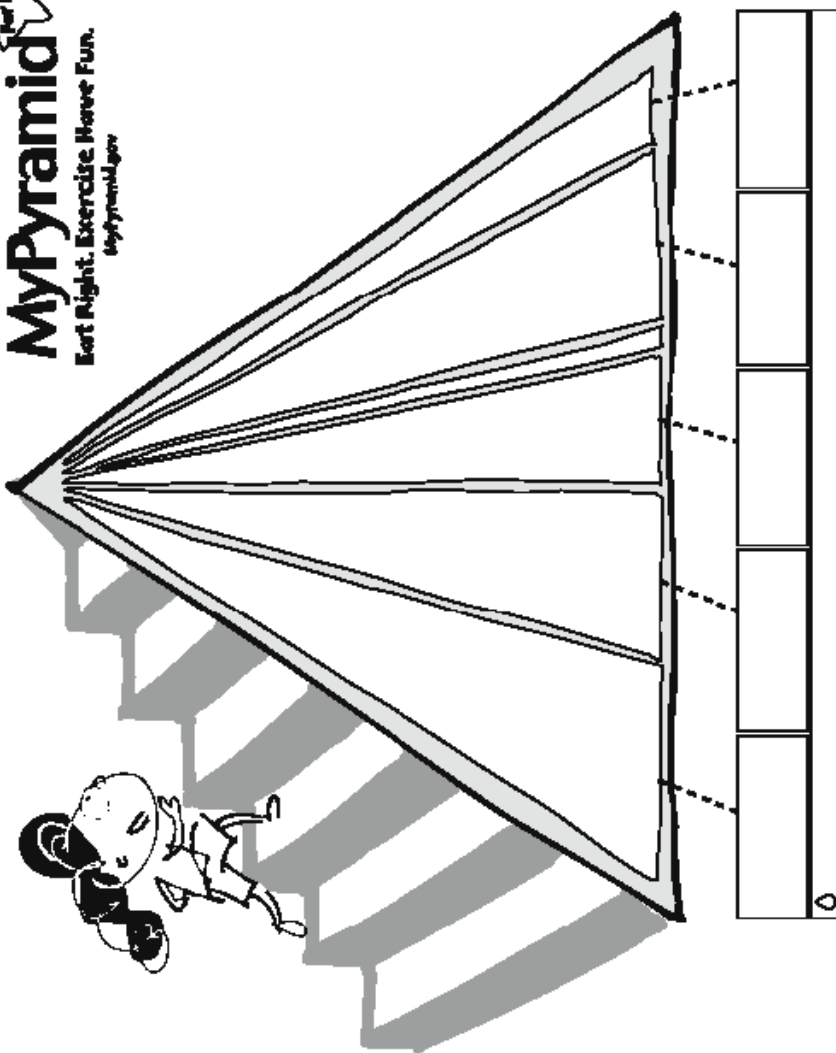
Exercise

3.

4.

Unit 5, Activity 2, 5, and 8 Food Pyramid Poster

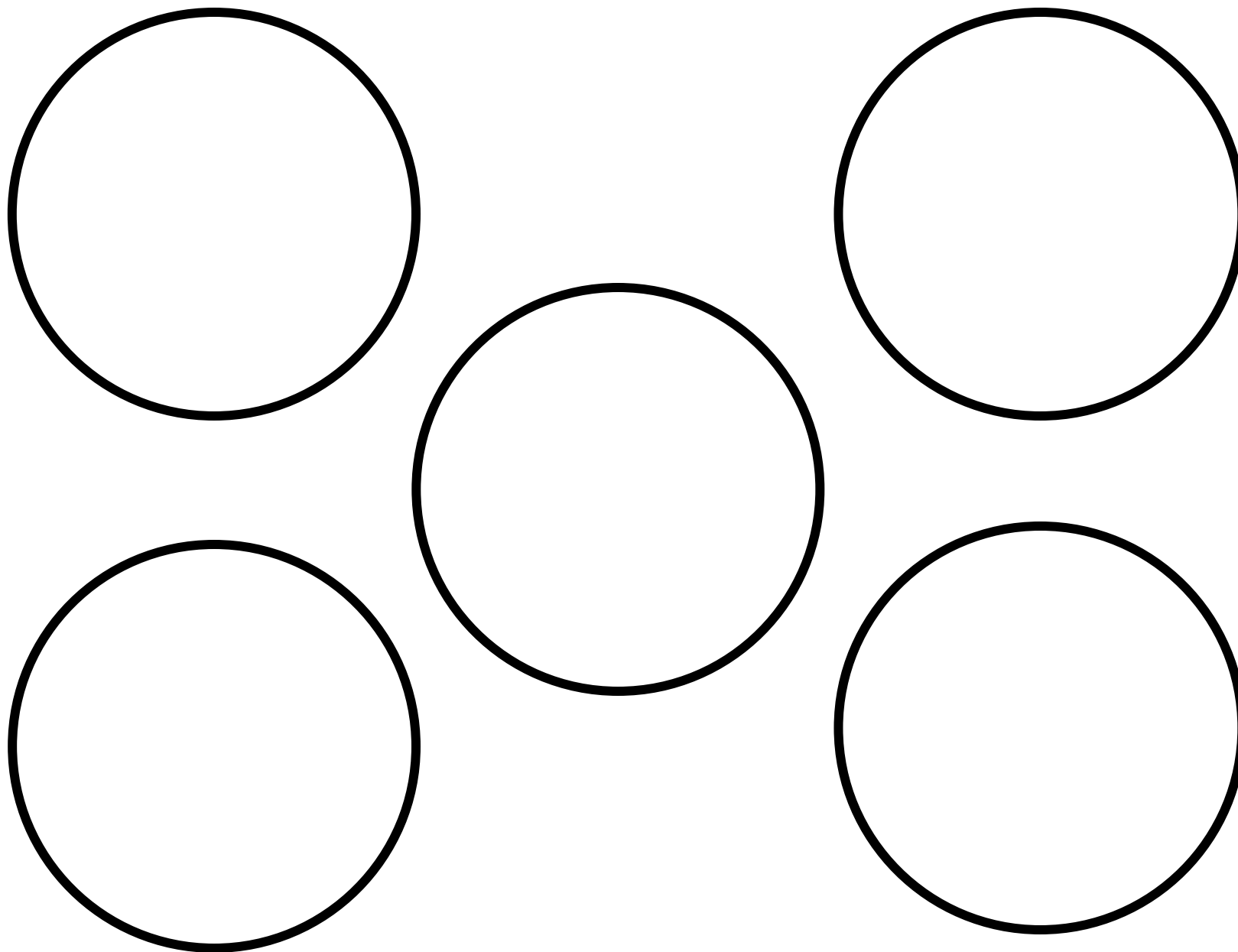




REPRODUCIBLE TEAMNUTRITION.USDA.GOV

[illegible]

Unit 6, Activity 1, Sorting Sheet



Water and . . .	Prediction: Will it dissolve in water?	Conclusion: Did it dissolve in water?

What will happen to the ice cube?

Prediction

Conclusion

**What will happen to water when
painted on concrete?**

Prediction

Conclusion

Float

Sink

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Positional Checklist

Put a + or a – to indicate student achievement.









































[illegible]

Positional Checklist

Page 2

[illegible]

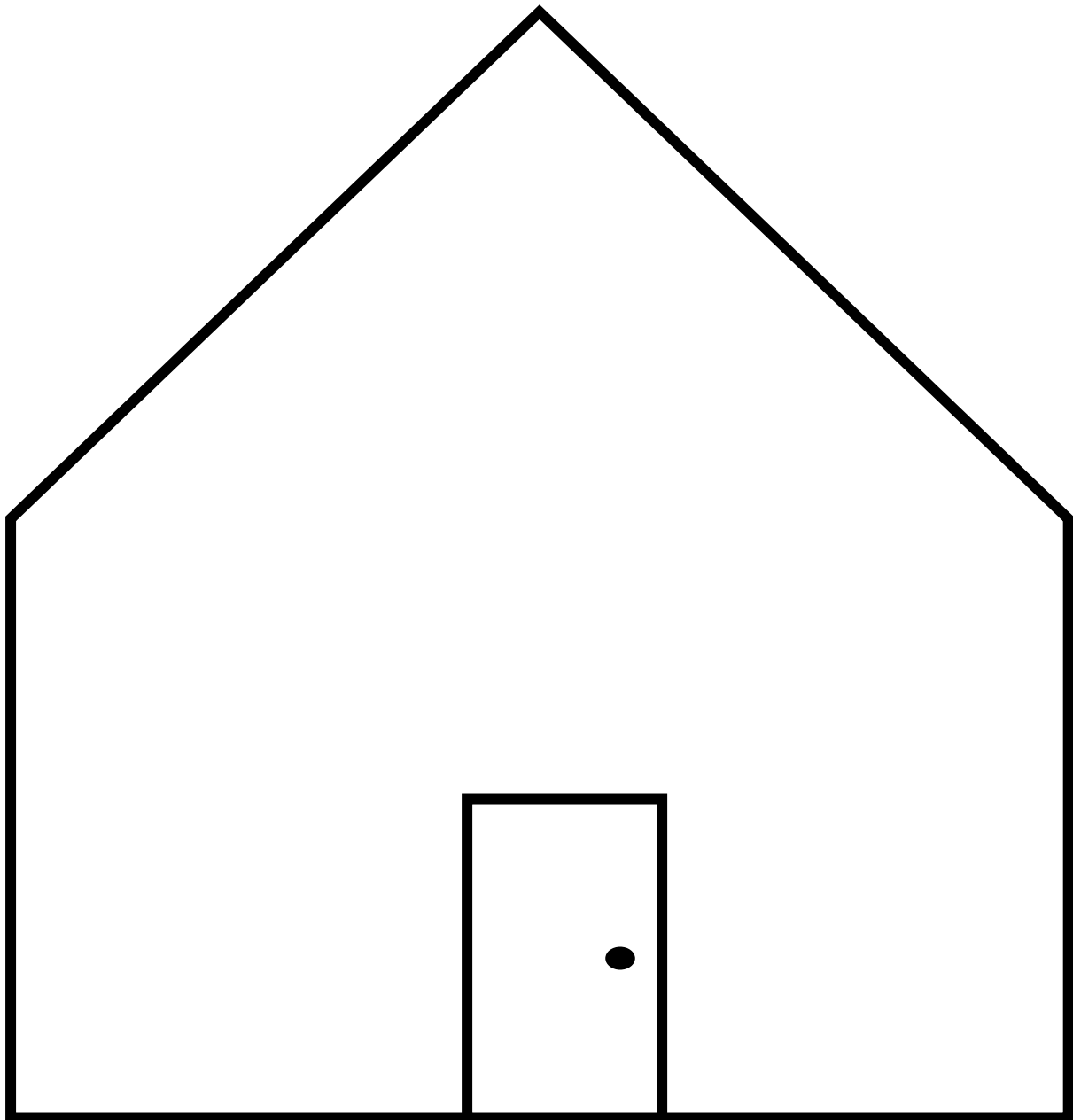
Mystery Bag

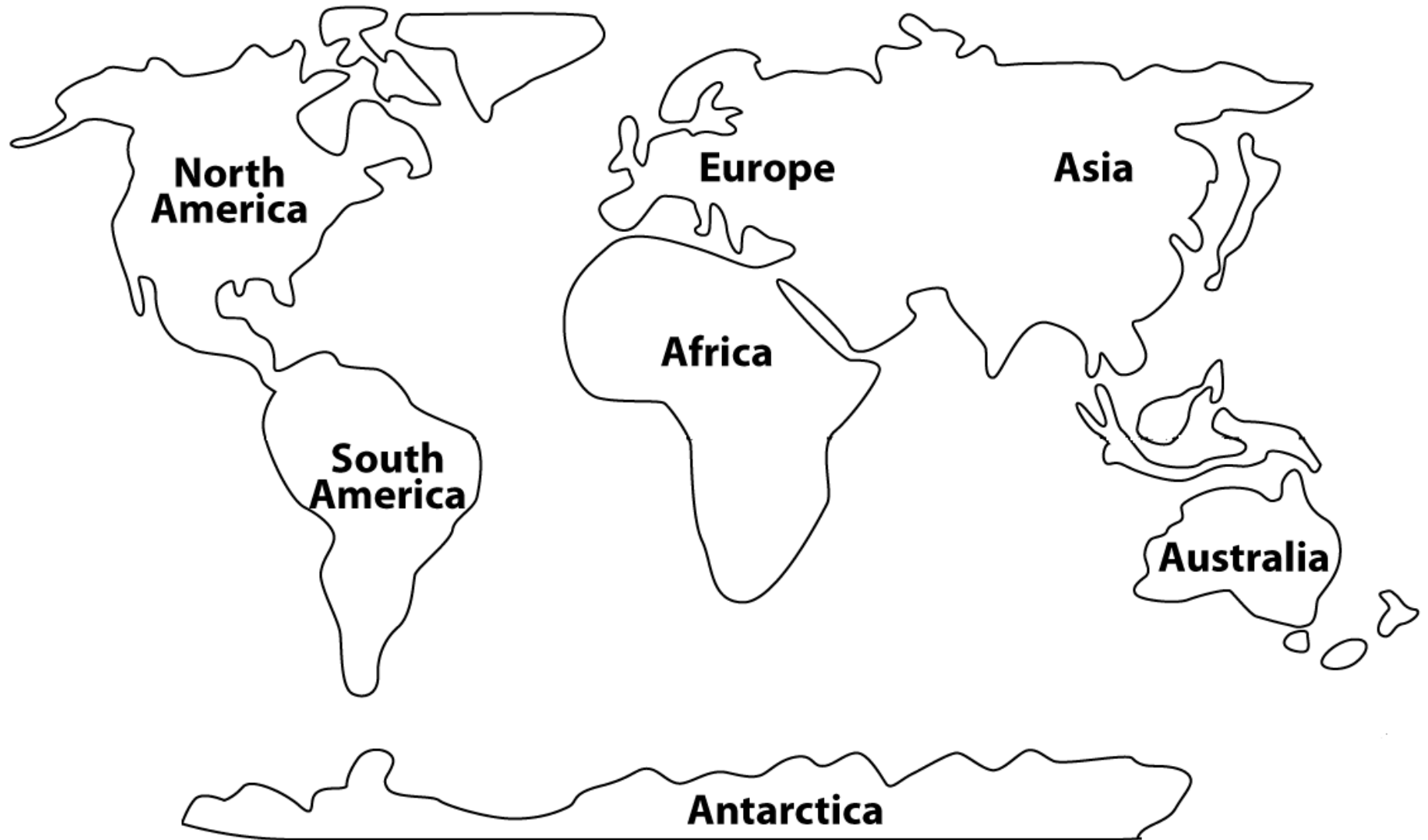
Prediction	Object	Conclusion
 		 
 		 
 		 
 		 
 		 
 		 
 		 
 		 
 		 
 		 

Unit 7, Activity 3, Home Magnet Sheet

Name _____

Parents: Help your child look for things at home that contain magnets. Have them draw the pictures of the items in the house to share with our friends tomorrow.





This is what I see in the daytime.

This is what I see at night.

K	W	L

A central circle with the word "sunny" inside is connected to four rectangular boxes. The boxes are numbered 1, 2, 3, and 4. Box 1 is top-left, box 2 is top-right, box 3 is bottom-left, and box 4 is bottom-right.

1.

2

3.

4.

sunny

A four-quadrant vocabulary card template. In the center is a circle containing the word "cloudy" in a light gray, lowercase font. Surrounding the circle are four rectangular boxes, each with a number and a period in its top-left corner: "1." in the top-left box, "2" in the top-right box, "3." in the bottom-left box, and "4." in the bottom-right box. The boxes are empty for writing.

1.

2

rainy

3.

4.

1.

2

windy

3.

4.

A central circle with the word "snowy" inside is connected to four rectangular boxes. The boxes are numbered 1, 2, 3, and 4. Box 1 is top-left, box 2 is top-right, box 3 is bottom-left, and box 4 is bottom-right.

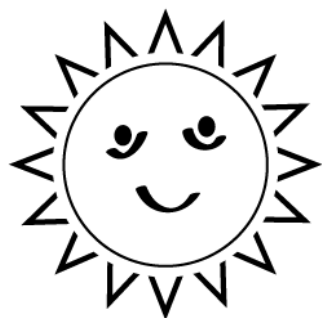
1.

2

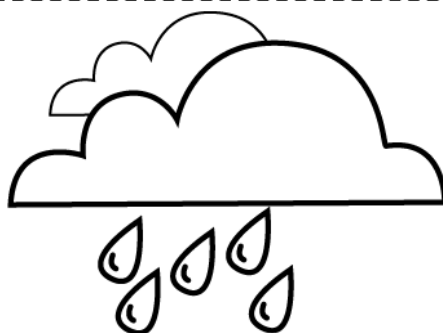
snowy

3.

4.



SUNNY



RAINY



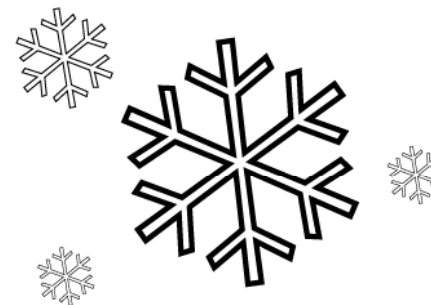
COLD



WINDY



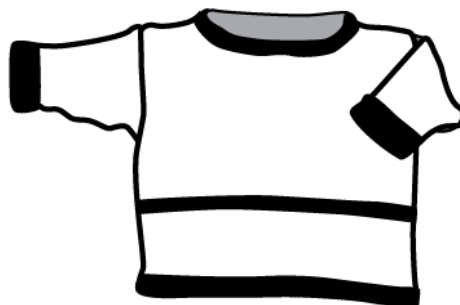
HOT



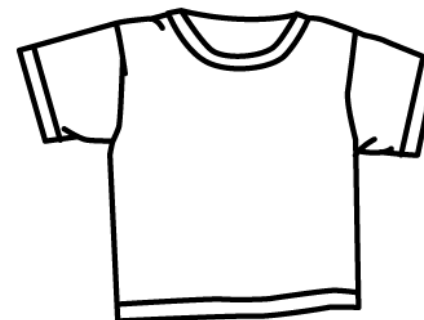
SNOWY



CLOUDY



COOL



WARM

Unit 8, Activity 4, Reduced Weather Pictures

